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ABSTRACT

This is a report on the first five years of a three-year program operated in an external format designed to improve elementary and secondary schools by offering doctoral level training to practicing school administrators. The emphasis is on the characteristics of the students enrolled and their progress through the program. Information includes such matters as attrition rates, length of time to complete the program, and the number of students appealing program decisions. Data relating to students enrolled in other graduate programs in education are included as are data concerning school administrators participating in the program. The great majority of participants in this program are principals of elementary and secondary schools. Areas covered in the report include such matters as sex, race, and age of students participating. (JD)

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Participants' Progress:

The First Five Years

A Status Report on Candidates in the National Ed. D. Program for Educational Leaders

February 1972 - January 1977

Nova University's National Ed. D. Program for Educational Leaders is a three-year program operated in an external format designed to improve America's elementary and secondary schools by offering doctoral level training to practicing school administrators. The participants enrolled in the Program are organized into local clusters throughout the country. These local clusters are the setting for exploring substantive study areas, undertaking practicum projects, and developing educational activities relating to the community.

The first cluster of the Nova Program began in February 1972 in Jacksonville, Florida, followed a week later by the second in West Palm Beach. Four more began the following month, and thus the Program was launched.

The first eleven clusters were formed between February and May of 1972. Five were in Florida, while the others were in the northeast and west—one in Connecticut, two in New York, one in Washington, D.C., one in Massachusetts, and one in California. The next six were formed in October and November of 1972, bringing the midwest and southwest into the Program. Thus, one was in Illinois, two in Pennsylvania, one in Texas, and additional clusters were formed in California and New York.

The first six months of 1973 saw the creation of eleven more clusters — moving the Program into such states as Georgia and Virginia, Colorado and Michigan, Ohio and Delaware. The final four of the first thirty-two, formed between October 1973 and March 1974, enabled the Program to approach geographical completeness by bringing in the northwest, represented by Oregon.

Since February 1977 marks the end of the fifth year of Program operation, it seems an appropriate time to issue a status report. How many participants have been enrolled? How many have been graduated? What can be said about the kinds of individuals who enter the Nova Program? How do Nova par-

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ticipants differ from students enrolled in other graduate programs in educational administration? How do they compare to the general field of educational administrators? These are the questions with which this report will deal.

PROGRESS THROUGH THE PROGRAM

Admission Standards

To insure that those with the greatest potential for improving elementary and secondary schools are admitted to its program, Nova bases admission primarily on an applicant's record and experience as a practicing administrator, rather than on standardized test scores.

The Nova Program is unique in many ways. One of its distinguishing features is its admission standards. While virtually all other programs rely primarily on pencil and paper tests,[1] Nova looks first to the applicant's experience as a practicing administrator. A complete list of admission requirements, including the requirement that each participant have a Master's degree, is provided in exhibit A.

Reasons for Nova's Policy

The Nova Program is concerned with improving elementary and secondary education by focusing on the group that offers the greatest potential for effecting change - the managers of the schools. Psychologist David McClelland points out that research on testing and measurement indicates that ability to score well on standardized tests, and even to earn high grades in traditional classrooms, does not correlate well with anything other than the ability to score well on tests and perform satisfactorily in the classroom.[2] Using such measures as ad-

EXHIBIT A

Requirements for Admission to the Nova National Ed. D. Program for Educational Leaders

1. Administrative position in elementary or secondary school
2. School administrative license or similar credential
3. Master's degree from an accredited institution
4. Three letters of recommendation
5. Academic transcripts of prior college level work
6. Completion of an application that requires a description of recent involvement in a task, a job description, and a personal statement that includes discussion of the applicant's career plans and expectations and an assessment of the potential value of the program to the applicant

TABLE I
Month By Month Enrollment Figures

Group 1 Cluster and date of first meeting	Total Enr. in cluster	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Jacksonville, FL 2/18/72	27	+27			−1										−1			−1											−1							
West Palm Beach, FL 2/29/72	28	+26 −1								−1					−1		−2	−1										−2							
Fairfield, CA 3/4/72	33	+18 −1	+10				−4		+6			−1			−1					+1															
Fort Lauderdale, FL 3/11/72	33	+32					−1		−1	−1														+1											
Hartford, CT 3/18/72	29	+29		+1					−1			−1		−1		−1	−2		−1							−2		−1							
Gainesville, FL 3/25/72	28	+26 −2	+2 −1				−1	−1					−1		−1	−1	−1																		
New Rochelle, NY 4/8/72	32	+26 −6	+5	+1		−3						−1				−1																			
Old Westbury, NY 4/15/72	31	+28 −4				+1							−1	−1		−1																			
Washington, D.C. 5/13/72	29	+27	+1				−2			−1			−1	−2	−1							+1													
Pinellas Co., FL 5/27/72	28	+28 −2							−1		−1	−1	−3	−1	−2																				
Boston, MA 5/27/72	32	+22	+8					−2	−1	−1	+1	+1															−1									
Withdrew		−15	−2		−1	−3	−6	−3	−3	−5	−1	−4	−6	−5	−7	−4	−5	−2	−1							−2	−1		−3	−1					
Graduated																																				
Terminated																																				
Bucks Co., PA 10/7/72	31	+31 −1											−4																			−2	−7	−5		
Sacramento, CA 10/14/72	30	+28 −1										+1				−2								+1							−2	−3	−6	−5		
Chicago, IL 10/21/72	29	+29 −2	−1								−1													−1						−1		−4	−3			
Erie, PA 10/25/72	31	+31 −4		−1									−5	−1	−1									−1								−1	−6	−3		
New York, NY 10/28/72	28	+28 −2	+1	−1				−1			−1		−1			−2																−1	−3	−4		
New Haven, CT 11/4/72	28	+26 −4	+2								−5																				−3	−1	−2		−2	
Withdrew		−14	−1	−2				−1			−7		−10	−1	−1	−4								−1	−1							−1				
Graduated																														−1	−5	−7	−27	−20	−2	
Terminated																																				

Data as of January 1, 1977 Key: +3 = Number entering [−3] Number graduated [−3] Number terminated

NOTE: Enrollment is defined as the number of different individuals who become cluster members.

mission criteria, then, will not necessarily bring into the Program those most likely to perform well as administrators. Clearly, standardized tests offer no help in assuring that only those who will be in actual administrative posts after completion of the degree are admitted.

Basing admission on an individual's proven ability to serve as an administrator allows Nova to concentrate on persons who will be able immediately to apply what they learn to actual school systems.

Basing admission on standardized test scores and grades in school leads to the exclusion of large numbers of minorities from both undergraduate and graduate programs.[3] Scores on admission tests correlate strongly with parental income, the higher the income, the higher the score, and minority group students are disproportionately found in low-income families.[4] However, Nova feels that it is only through involving all segments of our population that elementary and secondary schools can be improved.

Number Admitted

To provide a program with a national orientation, Nova has sought to combine quantity with quality.

The Program is designed to operate thirty-two clusters in three-year cycles, with each cluster containing approximately thirty participants. The first thirty-two clusters had a total initial enrollment of 1,005 participants. As described earlier, clusters do not begin at the same time.

Month by Month Overview of Numbers Enrolled

Table 1 provides an overview of all the clusters that have been created to date. The first column provides the date of the first official meeting of the cluster, and a month by month tally is shown of participants who have been added, have been graduated, have been terminated, or have withdrawn from the Program. Since most clusters began on different dates, each is running on its own time sequence, but all are measured against the planned three-year cycle.

While the first cluster began in February 1972, the thirty-second did not begin until March of 1974. And with the termination of the early clusters, new ones have been formed. At this time twenty-one Group II clusters have begun around the country.

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[1] Stephen J. Knezevich, ed., **Preparation for the American School Superintendency** (Washington, D.C.: American Association of School Administrators, 1972), pp. 38-40.

[2] David C. McClelland, "Testing for Competence Rather Than For Intelligence," **American Psychologist**, 28 (January 1973): 1-3; Washington v. Davis, 95 S. Ct. 2040, 2052-3 (1976).

[3] Institute for the Study of Educational Policy, **Equal Educational Opportunity for Blacks in U.S. Higher Education: An Assessment** (Washington, D.C.: Howard University Press, 1976), p. 108.

[4] **Ibid.**, p. 106.

TABLE 1 (Continued)

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	Withdrew	Graduated	Terminated	Pending	
			-1	-4	-10	-2			-1							-3	-2								— 4	— 23	0	0	Jacksonville, FL 2/18/72
			-1		-4	-1		-1		-1					-1	-1	-1	-2			-1				— 8	— 14	— 4	0	West Palm Beach, FL 2/25/72
			-4	-4	-4		-1	-2		-1			-3	-1			-2	-2	-1						— 7	— 25	— 3	0	Fairfield, CA 3/4/72
		-8	-1	-5	-7	-3		-1		-1			-1			-2									— 4	— 25	— 4	0	Fort Lauderdale, FL 3/11/72
			-1	-1	-3		-1		-1		-1		-1		-1	-3	-1		-1						— 10	— 15	— 3	1	Hartford, CT 3/18/72
	-1		-1	-3	-2		-1	-3					-1	-1	-2	-1			-1						— 10	— 17	— 1	0	Gainesville, FL 3/25/72
		-2	-3	-4		-3		-2		-1	-1			-2			-1								— 11	— 19	0	2	New Rochelle, NY 4/8/72
		-8	-9					-1				-3	-2												— 3	— 21	— 3	0	Old Westbury, NY 4/15/72
		-3	-3		-3	-2	-2	-1			-1		-1	-2				-1							— 7	— 19	— 3	0	Washington, D.C. 5/13/72
	-1	-2	-1										-1	-2			-1	-2	-2						— 11	— 12	— 5	0	Pinellas Co., FL 5/27/72
	-2	-3	-2			-1		-2					-2	-2			-2	-1	-2						— 5	— 19	— 6	2	Boston, MA 5/27/72
																									— 64		— 29		Withdrew
	-9	-17	-31	-23	-29	-9	-6	-12	-3	-3	-3	-3	-11	-10	-1	-10	-10	-8	-7		-1					— 209	— 30		Graduated
																									— 29		— 2		Terminated
-3		-2	-1			-1			-2		-1			-1											— 5	— 25	— 6	1	Bucks Co., PA 10/7/72
-1	-2		-1									-1		-2											— 3	— 23	— 2	2	Sacramento, CA 10/14/72
	-1			-1		-2	-1		-3																— 4	— 18	— 4	4	Chicago, IL 10/21/72
				-1	-1		-1		-2			-1		-1											— 5	— 15	— 1	1	Erie, PA 10/25/72
			-1			-1	-1		-2	-1	-1	-2			-1										— 6	— 18	— 3	0	New York, NY 10/28/72
-2	-3											-2	-1												— 8	— 16	— 1	2	New Haven, CT 11/4/72
																									— 64		— 29		Withdrew
-6	-6	-2	-3	-2	-1	-4	-3		-9	-1	-2	-6	-2	-4	-1										— 113		— 11		Graduated
																									— 29		— 2		Terminated

Key: Number voluntarily withdrawing; Appealed staff decision

Summary of the Status of those Clusters Completing Four Years

Table 2 provides a summary of the data presented in Table I. In examining these data, it is important to recognize that only the first seventeen clusters have completed the full four years of the Program. Focusing on those participants in the first seventeen clusters who have concluded their relationship with the Program, we find that 322, or 66 percent, have been graduated. Of the remaining, 128, or 26 percent, chose to withdraw, while 41, or 8 percent, were terminated. Termination occurs for either or both of the following reasons: one, the participant has failed to complete program requirements within the allotted time or, two, the quality of the work has been deemed unsatisfactory. Voluntary withdrawal can occur at any time during the Program. Reasons given by participants for withdrawal are discussed below.

Examining the data in terms of all 1,005 who originally enrolled in the first thirty-two clusters, we see that 503 have been graduated.

It should be noted that thirteen clusters in the first thirty-two will be finishing their fourth year of operations during the period from February 1977 to November 1977. Thus, substantial numbers of additional graduates from the clusters in Group I can be expected shortly.

Numbers Enrolled in Other Graduate Programs

Nova is one of approximately 130 institutions that offer the doctorate in educational administration.[5] According to a 1972 survey of 288 institutions offering programs at the master's and doctoral level in this field conducted under the auspices of the American Association of School Administrators, the median number of students enrolled in doctoral programs in educational administration is 83, with the size ranging from 10 students in one school to a high of 526 in another.[6] Obviously, Nova's Program does not compare structurally to those traditionally organized, but it is clear that Nova is providing the opportunity to pursue the doctorate to far greater numbers of students at any one time than is any other school.

Quantity vs. Quality

Many may feel that a large graduate program is automatically suspect. Proponents of such a view claim that the emphasis must be on quantity, not quality, when so many students are enrolled. Several different pieces of evidence may be used to counter this assumption. For example, the ten institutions conferring the largest number of doctorates between 1963 and 1972 include some of the finest: Columbia University, the University of California at Berkeley, the University of Michigan, and Harvard University.[7] At the other extreme, some of the smallest programs are among the worst. Of more importance, Nova has been able to attempt important program thrusts because of its size. Some of these benefits are related below.

TABLE I (Continued)

GROUP I	Total Enr. in cluster	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Delaware 1/27/73	32	+30	+2 −2		−1						−4		−1	−2											−1											
Dallas, TX 2/10/73	34	+30	+2 −5	+2 −1	−2		−1																										−2		−3
Richmond, VA 3/17/73	33	+32 −2	+1	−1					−1				−1		−1									−1				−2							−1
Cincinnati, OH 3/31/73	33	+30	+1 −3	−1		−1								−1	−2	−10			+2 −1	−1							−1								
Philadelphia, PA 3/31/73	34	+34 −1				−1	−1				−1		−1	−1		−1															−1	−1			
Denver, CO 4/28/73	31	−31 −3				−1										−1																		−1	
Atlanta, GA 4/28/73	39	+37 −13	+1 −2	+1									−3	−1		−1																			
Baltimore, MD 5/5/73	32	+32 −1	−1						−1				−1		−2																				−1
Waukegan, IL 5/5/73	31	+31 −4	−1				−1			−1		−1	−2															−1							
Michigan 5/26/73	31	+28	+2 −3	+1 −2	−2	−1		−1		−1	−1		−5		−2																			−1	
Austin, TX 6/30/73	36	+34 −4	+2 −2			−1	−1						−3												−1					−1				−3	−2	−1
Withdrew		−28	−17	−5	−5	−5	−4	−1	−2	−2	−6	−1	−17	−5	−7	−13			−1	−1					−2	−1		−1			−1					
Graduated																												−1	−2			−1	−1	−6	−3	−6
Terminated																																				
Portland, OR 10/20/73	28	+28					−1							−1	−7													−1							−1	−1
Los Angeles, CA 11/3/73	35	+35 −7							−1																								−5			−1
Providence, RI 11/10/73	40	+40 −4		−3	−1													−1							−1						−1	−5		−1	
Dallas II 1/2/74	30	+30 −2								−2																						−2	−1	−4		
Withdrew		−13		−3	−1		−1		−1	−2				−1	−2			−1							−1			−1								
Graduated																																−3	−11	−4	−2	−2
Terminated																																				
Net Change by Month		+943 −70	+40 −20	6 −10	−7	+1 −8	−13	−5	+6 −6	−9	+1 −14	−2 −5	−33	−12	−17	−21	−5	−3	+2 −2	+1 −1		+1		−1	−2 −4	−3	−1	−3	−5	−1	−2	−9	−20	−37	−25	−10
TOTAL:	1005																																			

Data as of January 1, 1977 Key: +3 = Number entering −3 = Number graduated −3 = Number terminated

Parochialism in Educational Administration

Having a large program gives Nova the financial base allowing it to maintain a truly national program.

One of the problems perceived when the Program was originated is that most school administrators have parochial backgrounds. Graduate students in education are much more likely to pursue their education in the state in which they grew up than are those in other fields of study. A 1969 survey of 33,119 graduate students from 153 institutions found that 62 percent of the students in education were studying in their home states; the second closest field was law, in which 55 percent of the students were studying in schools in their home states.

This survey also found that 71 percent of the students in education intended to work in their home states after graduation, a higher proportion than was found in any other profession.[5]

Mobility of Doctorates in Educational Administration

To see if these findings apply specifically to administrators, survey data gathered between 1961 and 1970 by the National Research Council were used to analyze the geographical mobility of those receiving doctorates in educational administration and supervision as compared to recipients of doctorates in all other fields. This analysis found that at every level of educational attainment and in the shift from school to job, those in educational administration were far more likely to remain in their home states than were those in other fields of study. Thus, 53 percent of those in educational administration and supervision undertook doctoral work in the same state in which they had attended high school, whereas only 31 percent of those in other fields had done so. Similarly, 53 percent of those in educational administration and supervision took their first jobs after receipt of the doctorate in the same state as that in which they had attended high school, whereas only 26 percent of all other recipients of the doctorate had done so.[9]

National Orientation of Nova's Program

The Nova Program offers its participants the opportunity to break this parochial pattern. The best educational resources of the entire country are brought to each cluster. The national lecturers earned their doctorates from such schools as

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[5] Jack A. Culbertson, **The Preparation and Certification of Educational Administrators: A UCEA Commission Report** (Columbus, Ohio: University Council for Educational Administration, 1973), p. 6.

[6] Knezevich, **Preparation**, p. 51.

[7] National Center for Education Statistics, **Digest of Education Statistics, 1975 Edition** (Washington, D.C.: Government Printing Office, 1976), p. 116.

[8] John A. Creager, **The American Graduate Student: A Normative Description** (Washington, D.C.: American Council on Education, 1971), pp. 98, 158.

[9] Donald P. Mitchell and Anne Hawley, **Leadership in Public Education Study: A Look at the Overlooked** (Washington, D.C.: Academy for Educational Development, Inc. 1972), pp. 69-70.

TABLE I (Continued)

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	Withdrew	Graduated	Terminated	Active	
–6	–4	–5	–1	–2	–1	–1																			–11	–20	0	1	Delaware 1:27:73
–1		–4		–1				–1		–1															–9	–13	0	12	Dallas, TX 2:10:73
–1	–3	–1	–4	–6																					–7	–18	0	8	Richmond, VA 3:17:73
	–3		–3	–3		–1																			–20	–10	0	3	Cincinnati, OH 3:31:73
–2		–2	–3	–2		–1				–1															–7	–13	0	14	Philadelphia, PA 3:31:73
–1		–5	–2				–2		–1																–6	–11	0	14	Denver, CO 4:28:73
–2		–2	–5	–4		–1	–1																		–20	–15	0	4	Atlanta, GA 4:28:73
	–1	–9	–2			–1	–1	–1																	–6	–16	0	10	Baltimore, MD 5:5:73
–1	–1	–7	–1			–3																			–10	–14	0	7	Waukegan, IL 5:5:73
		–2	–1				–1																		–17	–5	0	9	Michigan 5:26:73
–2	–5				–1	–1	–1																		–13	–16	0	7	Austin, TX 6:30:73
									–1																–126				Withdrew
–18	–17	–37	–22	–18	–2	–9	–6	–2		–2																–151			Graduated
																											0		Terminated
–1	–1																								–5	–4	0	19	Portland, OR 10:20:73
–1	–2	–1																							–8	–10	0	17	Los Angeles, CA 11:3:73
–1	–1																								–10	–9	0	21	Providence, RI 11:10:73
																									–4	–7	0	19	Dallas II 1:2:74
																									–27				Withdrew
–3	–4	–1																								–30			Graduated
																											0		Terminated
–25	–36	–57	–56	–44	–32	–22	–15	–14	–13	–6	–6	–9	–47	–14	–5	–11	–11	–8	–7		–1	–2							Net Change by Month

Key: –3 Number voluntarily withdrawing X Appealed staff decision

University of Chicago; Stanford University; Harvard University; Teachers College, Columbia; and the University of California at Berkeley. They are currently on faculties throughout the country, while serving as lecturers in Nova's Program on a consultant basis. Thus, participants are exposed to ideas from a wide variety of campuses and are measured against students in the best programs around the nation.

National input is also provided through the annual Summer Institute, which participants are required to attend during two summers. This eight-day event, usually held in Ft. Lauderdale, provides the opportunity for participants from throughout the country to exchange ideas with one another, with special presenters and discussion leaders, and with the entire Nova staff. The guest speakers, who not only make formal presentations but also spend time in individual discussion with participants, come from all areas relevant to education - the federal executive and legislative branches of government, national educational research and interest groups, university departments of education, and state departments of education.

The ability to provide a national program does require a substantial financial base. This base comes from the tuition paid by the participants.

Program Structure

To oversee progress through this program, a cluster coordinator facilitates efforts at the local level, while the central staff provides overall supervision of the program and, with respect to practicums, provides specific instruction, monitoring and evaluation for each participant. Participants study eight program areas, carry out three practicums, and attend two summer institutes. The status of each participant is reported to him annually, and an external appeals process is available.

The organizational structure of the Program is designed to facilitate progress through its many facets. While the Program may seem diffuse, since its participants are scattered across the country, it is actually controlled in a very tight manner. And each year all participants convene for the Summer Institute, as described above, which provides

Limits to the Program's Size

However, the growth of Nova's Program is controlled, with the maximum size set at thirty-two clusters of approximately thirty participants each. The experience of the first five years indicates that such a number has been handled efficiently while still maintaining appropriate standards of quality.

TABLE I (Continued)

Group I I NOTE: No changes in enrollment have occurred in Group II clusters beyond their 24th month as of 1/1/77.

Cluster and Date of First meeting	Total Enrollment in Cluster	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	Total Present Enrollment
San Francisco, CA 10/19/74	36	+36 −2		−3	−1														−1					−1		27
Miami-Ft.Laud., FL 1/18/75	42	+41 −10	+1	−1	−3																			X −1		27
Dover, DE 2/22/75	32	+31 −2		+1	−1																					29
Bucks II 4/26/75	36	+34 −5	+2																							31
Chicago II 10/18/75	35	+32 −2	+3	−2																						31
Henrico, VA 11/1/75	39	+39 −3	−2	−1			−1		−2	−1																29
Maryland 11/15/75	37	+36 −3		−1	+1		−1								−1											31
Washington, D.C. II 11/22/75	35	+25 −2	+4 −1	+6	−1								−2	−1												28
Boston II 1/12/76	37	+35 −6	+2		−2	−1																				28
Sacramento II 2/28/76	30	+25 −2	+1	+3	−2	+1 −1	−1			−1																23
Stamford II 2/28/76	37	+18 −1	+8	+7	+3	+1 −1			−1		−1	−1														32
South Park, PA 4/24/76	32	+18 −1	+8 −1	+3	+1			+4 −2																		28
West Palm Schl 4/24/76	35	+26 −3	+2 −1	+1	+2 −1	+3	+1 −2	−3	−2																	23
Jacksonville II 5/1/76	25	+22 −8		+1 −1			+2 −1	−1																		18
Waukegan II 10/2/76	27	+24 −1	+2		+1																					26
Philadelphia II 10/9/76	35	+35 −2	−3																							30
Los Angeles II 10/9/76	31	+31 −5		−1																						25
Dallas III 10/23/76	28	+28	−1																							27
Douglas, GA 10/30/76	32	+31 −7		+1																						25
Dover II 1/29/77	38	+35 −2	+1																							34
Virginia Beach, VA 1/29/77	30	+30 −11																								19
Net change by month:		+830	+34 −8	+23 −10	+8 −11	+5 −3	+3 −6	+4 −6	−5	−2	−1	−1	−2	−1	−1				−1					−2		
TOTAL:	707																									589

Key: + 3 = Number entering [3] = Number terminated 3 = Number voluntarily withdrawing X = Appealed staff decision

Locations of Group I Clusters

1. Jacksonville, FL 2/18/72
2. West Palm Beach, FL 2/25/72
3. Fairfield, CA 3/4/72
4. Fort Lauderdale, FL 3/11/72
5. Hartford, CT 3/18/72
6. Gainesville, FL 3/25/72
7. New Rochelle, NY 4/8/72
8. Old Westbury, NY 4/15/72
9. Washington, D.C. 5/13/72
10. Pinellas Co., FL 5/27/72
11. Boston, MA 5/27/72
12. Bucks Co., PA 10/7/72
13. Sacramento, CA 10/14/72
14. Chicago, IL 10/21/72
15. Erie, PA 10/25/72
16. New York, NY 10/28/72
17. New Haven, CT 11/4/72
18. Delaware 1/27/73
19. Dallas, TX 2/10/73
20. Richmond, VA 3/17/73
21. Cincinnati, OH 3/31/73
22. Philadelphia, PA 3/31/73
23. Denver, CO 4/28/73
24. Atlanta, GA 4/28/73
25. Baltimore, MD 5/5/73
26. Waukegan, IL 5/5/73
27. Michigan 5/26/73
28. Austin, TX 6/30/73
29. Portland, OR 10/20/73
30. Los Angeles, CA 11/3/73
31. Providence, RI 11/18/73
32. Dallas II 3/2/74

GROUP I

an opportunity for participants to discuss problems and program operations with the Program's central staff.

Cluster Coordinator

In each cluster location, a cluster coordinator closely monitors the work of the participants. The coordinator is selected from the local school community on the basis of his ability to bring the cluster and its participants into the operational administrative network in the area. Thus, the coordinator is expected to be able to bring the resources of the community and the state to bear on cluster activities. In addition, he serves as a liaison between the cluster and the Nova central staff, acting as ombudsman when necessary. He is kept abreast of the progress of each participant and is sent copies of every evaluation of participants' work.

However, the coordinator is also expected to attempt continually to shift the responsibility for expediting and organizing cluster activities to the participants. Since this is a program to develop and refine educational leadership, participants are given the opportunity to demonstrate leadership in all program phases.

The cluster is designed to serve as a close-knit unit that continues to exist long after participants complete Nova's Program. During the three to four years of the Program, the cluster is a cohesive group of individuals sharing a common goal who can provide mutual support to one another. Such a group eliminates the possibility that individuals might become isolated, as frequently happens in traditional programs. When the participants complete the Program, quite frequently the cluster continues, being used by Nova alumni as an ongoing mecha

TABLE 2

Overall Status of Those Enrolled in the First Thirty Two Clusters as of January 1, 1977

Clusters Starting dates	Total enrollment	Graduated	Withdrew	Terminated	Appealing	Still Active
First eleven Feb.-May 1972	328	209	84	30	3	2
Second six Oct.-Nov. 1972	178	113	44	11	2	8
Third eleven Jan.-June 1973	366	151	126	—	—	89
Fourth four Oct. '73-March 1974	133	30	27	—	—	76
TOTALS	1005	503	281	41	5	175

*As table 4 reveals, as of January 31, 1977, three appeals had been settled that were pending as of January 1. In two cases the requested time extensions were denied and the participants terminated; in the third case the appeal was successful and the participant has been graduated.

nism for exchanging ideas and improving the quality of education in the community.

Central Staff

In the central office in Fort Lauderdale, the Director of the Program oversees and coordinates all operations. His staff includes the Director of Instruction, who is responsible for the functioning of the eight study areas;[10] the Director of Practicums, who oversees the evaluation of all practicum documents;[11] and four practicum reviewers.

Study Areas

Each study area is designed to be covered in a three-month period. Instruction is conducted in day-long intensive seminars under the direction of national lecturers who visit each cluster once a month. Between monthly meetings, independent study takes place and cluster or sub-cluster work sessions are held. Each participant must pass all eight study areas. Evaluation procedures, developed by the national lecturers, include examinations, papers, or special projects. The emphasis, however, is upon analytic, interpretive, and conceptual skills rather than information recall.

An analysis was made of the performance of graduates in the eight study areas. As illustrated in table 3, a total of 4,024 evaluative procedures were administered to the 503 graduates during their work in the Program. In 86 percent of these procedures, participants successfully demonstrated their competence in the first attempt. In the remaining 14 percent of the cases, second examinations or alternative procedures were necessary. As the table indicates, this figure is fairly consistent for all of the first thirty-two clusters.

Some qualifications about these statistics are called for, however. First, it is not the case that every graduate was required to take a second examination. Some were required to retake several examinations, while others were never required to retake an examination. Second, it should not be concluded that on every examination 14 percent of the participants were asked to retake the examination. Indeed, an examination by examination breakdown revealed a few instances in which more than 40 percent of the cluster were required to take a second examination, as well as instances in which all the cluster met the examination requirements in the first attempt. In general, however, the 86 percent figure is a reasonable predictor of the success rate of a given cluster in a given study area.

If a participant has not satisfied study area requirements in two attempts, he is entitled to try to succeed through performance of an Alternative Evaluation Procedure (AEP) in a maximum of two of the eight areas of study. This provision, proposed by the Senior National Lecturers, provides a mechanism for avoiding impasses between lecturer and participant. The participant utilizing this approach must propose and justify an alternative procedure by which to demonstrate his mastery of the study area. The procedure must be acceptable to the Director of Instruction and it must result in persuasive evidence of the participant's competency. As table 3 shows, in 1 percent of the cases in the first eleven clusters, the AEP was utilized, a figure that is holding for later clusters, although this doesn't appear in the table because these individuals have not yet been graduated.

One must remember that these figures apply exclusively to graduates of the Program. An analysis of the performance of those who voluntarily withdrew revealed a different situation. These participants had considerable difficulty satisfying the performance expectations of the Senior National Lecturers. An examination of their success in the study areas established that of those who withdrew after having completed at least one area of study, approximately 64 percent had not satisfied the course requirements of one or more of those study areas they had attempted.

TABLE 3
Performance by Graduates in the Eight Study Areas

Clusters (starting dates) (no. of exams taken)	Number of Examinations Passed on First Attempt	Number of Make-up Examinations Passed	Number of Acceptable Alternative Evaluation Procedures
First eleven (Feb.-May 1972) (1664-100%)	1358 (81.6%)	289 (17.4%)	17 (1.0%)
Second six (Oct.-Nov. 1972) (904-100%)	821 (90.8%)	83 (9.2%)	——
Third eleven (Jan.-June 1973) (1216-100%)	1074 (88.3%)	142 (11.7%)	——
Fourth four (Oct.-'73-March 1974) (240-100%)	206 (85.8%)	34 (14.2%)	——
TOTAL (4024-100%)	3459 (86%)	548 (13.6%)	17 (0.4%)

NOTE: Data as of January 1, 1977. Each of the 503 graduates was required to pass eight study areas. Thus, a total of 4,024 evaluation procedures were administered to the entire group.

Practicums

In the practicums area, participants must complete two laboratory assignments, a nine-month introductory practicum, a year-long group practicum and a year-long individual effort. The work currently required in the practicums area is not identifical to that expected of participants in the first thirty-two clusters. Several modifications have been made. Most Group I participants were required to carry out a mini practicum, dealing with a fairly simple problem; a midi practicum, to be completed within six months; and two maxi practicums, one of which was a group effort, while the other was expected to be an experience requiring the participant to deal with an extremely complex problem.

Before any action is taken in a practicum, the participant must develop, and submit for approval, a proposal in a prescribed format. This is evaluated by the practicums review staff and must be revised, if necessary. After completion of the practicum, a report of the effort is required for evaluation by the program staff.

Locations of Group II Clusters

1. San Francisco, CA 10/19/74
2. Miami-Ft. Laud., FL 1/18/75
3. Dover, DE 2/22/75
4. Bucks II 4/28/75
5. Chicago II 10/18/75
6. Kenrico, VA 11/1/75
7. Maryland 11/15/75
8. Washington, D.C. II 11/22/75
9. Boston II 1/12/76
10. Sacramento II 2/28/76
11. Stamford II 2/29/76
12. South Park, PA 4/24/76
13. West Palm Bch II 4/24/76
14. Jacksonville II 5/1/76
15. Waukegan II 10/2/76
16. Philadelphia II 10/9/76
17. Los Angeles II 10/9/76
18. Dallas III 10/23/76
19. Douglas, GA 10/30/76
20. Dover II 1/29/77
21. Virginia Beach, VA 1/29/77

The performance of a practicum requires considerable interaction of the participant with the practicums reviewing staff. Informal "pre-proposal" discussions, by telephone or letter, often precede the submission of formal proposals. The proposal itself is subject to the scrutiny of a reviewer and the Director of Practicums who may require a new or revised proposal or an extensive addendum that, in turn, is reviewed. If further clarification is needed, in the form of a revision, an addendum, or an interim report, the participant is expected to provide it.

A similar process is followed in the review of practicum reports. The number of revisions or addenda required for reports tends to be less than those required for proposals, since much of the work of clarifying needs, objectives, strategies, and evaluation procedures is done in the proposal stage. Discussions between participants and reviewers over the telephone, which are taped with the permission of participants, provide further clarification of what is required. Copies of tapes are sent to participants who request them.

As an indication of the extent of staff-participant interaction, the experience of the program graduates to date has been analyzed with respect to their practicums work. The 503 graduates revised their Maxi II Practicum proposals and reports a total of 949 times, which averages to 1.9 revisions per document, before gaining acceptance of their work. The Maxi I Practicum proposals and reports were revised a total of 706 times, averaging to 1.4 revisions per document. These totals do not take into account numerous conferences, primarily by telephone, between participants and members of the Nova practicums reviewing staff. These practicum efforts correspond, respectively, to the Individual and Group Practicums being performed by members of Group II clusters.

The Mini and Midi Practicums required of Group I participants are equivalent to the Group II Introductory Practicum with respect to time required, although the latter is an effort of greater scope and depth. Early practicums in the Mini and Midi categories were evaluated informally, and detailed records were not maintained of the interaction of participants and staff members. Reconstruction of the data, based on examination of the files of the 503 graduates, indicates that an estimated 700 revisions of Mini and Midi Practicums proposals and reports took place.

Status Reports

To enable participants to perceive whether they are progressing through the Program on schedule, a status report is provided to each participant annually. This report (see

[10]Curriculum Development, Education Policy Systems, Evaluation, Finance, Managing the Schools, Resources for Improving Education, Supervision, and Technology and Systems Management.

[11]A practicum, briefly defined, is an action taken to improve an educational system.

EXHIBIT B
Annual Progress Report

NOVA UNIVERSITY COLLEGE AVENUE FORT LAUDERDALE FLORIDA 33314 • 305 587 6660
NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

CURRENT STATUS

Participant:_____ Cluster:_____ Date:_____

Where you should be	Module or Practicum GROUP II	Your current status
	Curriculum	
	Finance	
	Evaluation	
	Policy	
	Supervision	
	Technology	
	Management	
	Resources	
	Assignment A	
	Assignment B	
	Introductory Practicum Proposal	
	Introductory Practicum Report	
	Group Practicum Proposal	
	Group Practicum Report	
	Individual Practicum Proposal	
	Individual Practicum Report	

Please return one copy to the Director with the appropriate response,

1. I am on target and intend to complete the program within three years. ☐

2. Please correct Nova's record as follows:

3. I recognize that I am behind schedule, and offer the following plan for completing the program within the four-year time limit.

P = pass grade
NP = no pass
A = practicum proposal accepted
NG = grade not yet recorded OR examination not taken

_____(sig.)

sample in exhibit B) also allows Nova to insure that its own records are accurate in the view of the participant.

Appeals Process

If a participant is unsatisfied with an evaluation received in any of the program areas, if he feels that more time is needed to complete requirements, or if he feels he has been treated unfairly in a procedural matter, an appeals process is available.

As suggested by participants at a Summer Institute, this process draws upon Nova graduates, who are in the best position to judge their peers, having satisfied all of the program requirements themselves. In addition, the Program's own graduates have a special interest in maintaining the Program's integrity and standards.

The full text of the appeals process guidelines appears later in this report. The overall purpose of the process is to maintain high program standards while preserving the rights of individuals with respect to three categories: time, quality, and process. The appellant chooses five alumni, three of whom are selected by the Director to serve as the appeals panel. Having five names from which to choose allows flexibility in the event that one or more are unable to serve. Members of the panel serve without compensation, except that graduates' out-of-pocket expenses must be paid by the appellant.

In reviewing work that the Nova staff has found unacceptable, the appeals panel is allowed access to all records and files relating to the appellant and may seek further information from the appellant and members of the program staff. Panel members may also examine files of other members of the appellant's cluster for comparative purposes, but they are expected to rely primarily on their own experience in the Program to determine whether the appellant's work merits a Pass grade. Each member of the panel must submit an *independent* written report to the Director after examining all relevant evidence.

Number of Appeals to Date

Thus far eleven appeals have been made of decisions regarding either practicums or the study areas. Nine participants requested time extensions and two appealed evaluations of their work. Two of these appeals are still being reviewed, but seven have been denied and two have been approved. (See table 4.) Although still in its early stages, the process appears to be working.

Time Required to Complete Program

While other doctoral programs typically take from six to eleven years to complete, Nova's Program is designed to be completed within three years.

One of the particular problems that the Nova Program faces is that since its participants are somewhat older than most other graduate students, it is vital that they complete degree requirements in a reasonable time. In addition, since proper time management is characteristic of a good administrator, forcing participants to use their own time wisely while pursuing the Ed. D. is one way for this skill to be refined.

The Program is designed to run for three years, with a fourth year

TABLE 4

Status of Appeals Process as of January 31, 1977

Type of Appeal	Number Approved	Number Denied	Number Still in Progress	Total*
Time extension	1	6	2	9
Quality	1	1	0	2
Process	0	0	0	0
				11

*In addition, three participants made initial contact with the central office indicating a desire to enter into an appeal; however, they failed to follow through by providing names for appeals panels within the allotted time.

available if a participant has encountered particular difficulties. An additional period of no more than six months is available to participants under exceptional circumstances.

Number of Participants Graduating Within Three Years

Of those participants who formed the first eleven clusters, none was able to graduate in three years. However, 148 of those initially enrolled did complete the Program in four years, while 61 required time beyond the fourth year to meet all requirements (see table 5).

As the Program machinery has been running, adjustments have been made to improve operations. Course materials and evaluation techniques have been refined. The practicums process has been clarified, both from the staff's perspective and for the benefit of the participants. And generally the Program's structure has solidified.

In the second six clusters, 68 of the participants were able to graduate within the desired three years, while 39 required four years and 6 required a few months more than four years. Of the remaining clusters, fourteen are still in their third or fourth year of operation. But, as table 5 indicates, 36 of those in the third eleven clusters were able to graduate in three years and 25 in the final four clusters completed the Program in three years.

Time Required in Other Programs

The average graduate student in other programs spends between six and eleven years in advanced studies, according to a 1975 report sponsored by the National Institute of Education.[12] Using data from the annual survey of earned doctorates conducted by the Commission on Human Resources of the National Research Council, Lewis Solmon estimated the number of years spent in graduate training. In correlating his findings with the quality of the schools from which the degrees were earned, he found that the higher the quality of the school, the less time was spent earning the doctorate. Thus, in the best schools (based on the 1969 Roose-Andersen rating, which assigned qualitative ratings to graduate schools), males spent an average of 6.20 years in graduate study and females an average of 6.78 years. In the schools with the poorest rating, males averaged 10.01 years, females 11.08 years.[13] An extended graduate program, then, is not a characteristic of the best schools in the nation. It may be suggested that length of time required to complete a program is a function of the clarity of procedures and requirements, characteristics of students, and program objectives, rather than a simple function of "quality".

Some may argue that graduate study should be lengthy to allow enough time for mastery of all aspects of the subject. On the other hand, if a program is well run, if its students understand what is required of them, and if the demands of instructors are well articulated with program goals, students ought to be able to meet degree requirements in a reasonable length of time.

And for Nova participants, who are already older than other graduate students and who are already in positions where they can apply their increased knowledge immediately, three to four years of doctoral work has been demonstrated to be sufficient.

Attrition

Nova's attrition rate was 34 percent in the seventeen clusters that have completed four years.

In all graduate programs, some who enroll either withdraw voluntarily or are terminated. By January 1977, 169 such withdrawals or terminations had occurred in the seventeen clusters having completed four years. These 169 correspond to 34 percent of those who have concluded their relationship with the Program.

Reasons for Withdrawal

In March 1974 a survey was conducted of the 193 who had withdrawn at that time from all thirty-two clusters. For 36 percent of the withdrawals, we were unable to ascertain the reason. Among the remaining, 23.8 percent withdrew

[12] Lewis C. Solmon, **Men and Women Graduate Students: The Question of Equal Opportunity. Final Report** (Los Angeles: Higher Education Research Institute, Inc., 1975), p. 105.

[13] **Ibid.**

TABLE 5

Time Required to Complete Nova's Program

Cluster (Starting date)	Three Years	Four Years	Four Years+
First eleven (Feb.-May 1972)	0	148	61
Second six (Oct.-Nov. 1972)	68	39	6
Third eleven (Jan.-June 1973)	36	115	—
Fourth four (Oct. '73-March '74)	25	5	—

Data as of January 1, 1977.

for personal reasons, including family responsibilities; 14.5 percent withdrew because they were unable to handle both the work required by their place of employment and that required by Nova; 8.8 percent could not meet the tuition payments; 8.3 percent cited health reasons for withdrawing; and the other 8.6 percent had a variety of miscellaneous reasons.

While there is no one outstanding reason for withdrawal, and one tends to discount reasons given by individuals themselves who withdraw from a program, the most striking reason is inability to handle the demands of work and school. This is probably the explanation that one would most frequently expect and undoubtedly relates to ineffective management of time.

Attrition over Time

Attrition over time is set out in table 6. Only seventeen clusters have gone through the entire four-year cycle of the Program. As can be seen, the majority of withdrawals occurred during the first year of the operation of each of the seventeen clusters.

The first seventeen clusters began operation during a period that extended from February 1972 to November 1972.

Although the rate of attrition increased initially, as the Program continued, a downward shift became evident beginning with the operation of the twenty-ninth cluster.

If this downturn is maintained, the explanation could be that as the Nova Program has become more widely known, enrollment has become more self-selective than it was initially; those enroll who are really serious about their work and who are willing to work independently — as they must in such a program. Also, with time and experience, the Program has become more well defined. Consequently, participants in the last several clusters were in a more structured program than were those in the early clusters.

Attrition in Other Institutions

The evidence available suggests that attrition rates at other institutions vary from those that Nova has experienced, although there has been

TABLE 6

Attrition through Time in the Nova Program

Attrition in those Clusters Having Completed Four Years

Cluster (starting dates)	First Year	Second Year	Third Year	Fourth Year	Four Year+	Total
First eleven (Feb.-May 1972)	51	24	7	2	30	114
Second six (Oct.-Nov. 1972)	35	8	1	0	11	55
Total	86	32	8	2	41	169

Attrition During the First Year of Cluster Operation

Cluster (starting dates)	First eleven (Feb.-May '72)	Second six (Oct.-Nov. '72)	Third eleven (Jan.-June '73)	Fourth Four (Oct. '73 - March '74)	Group II: First Eight** (Oct. '74-Nov. '75)
Total Enrollment	328	178	366	133	292
First Year Attrition	51	35	93	21	45

*Attrition is calculated based on those who voluntarily withdraw and those who are terminated.
**Only eight clusters in Group II have completed a full year.
Data as of January 1, 1977

no recent definitive study of graduate student attrition.[14] In a report issued by the University of California at Berkeley in 1973, national data on Woodrow Wilson Fellows who entered graduate school between 1958 and 1953 were analyzed for their rate of attrition. The total dropout rate as of 1966 was 49 percent.[15] It should be noted that Woodrow Wilson Fellows are a select group of outstanding students for whom graduate study ought not to be difficult.

Reasons Suggested for Attrition in Other Programs

In his 1972-73 annual report, the president of Harvard University expressed his concern for the high attrition rate among Harvard candidates for the Ph. D. in Arts and Sciences of between 40 and 50 percent, noting that attrition is only 5 percent in the Harvard Law School and less than 3 percent in the Medical School.[16] In searching for the cause he ruled out financial problems, explaining that financial aid was abundant in the 1960's when attrition was heavy. He also eliminated the argument that high attrition is necessary to maintain quality, pointing out that law and medicine have low attrition but high standards.[17] The explanation he finds most likely relates to the highly unstructured nature of Arts and Sciences doctoral programs. Students become unsatisfied because they are uncertain of what is required of them. As President Derek Bok explained, "From many conversations with students . . . I have come to realize that the lack of structure is a source of considerable frustration."[18]

Possible Explanation for Nova's Attrition Rate

Nova's Program will probably never be able to achieve the low attrition rates of such programs as Harvard's Schools of Law and Medicine. Students in such schools are typically isolated from society, focusing all their attention on their studies. Nova participants, on the other hand, remain in their home and work environments, carrying out the normal duties of administrators, with the concomitant demands on their time.

However, it is Nova's intention to avoid high attrition levels by insuring that participants do understand what is expected of them, by providing a structured program, and by attempting to meet the real needs of practicing administrators. There are some data to establish that Nova is in fact meeting these goals.

In 1975, Dennis Pytel completed a dissertation on external doctorates in education. As part of this study, he surveyed participants in various programs, one of which was Nova's Program for Educational Leaders. Among the questions persented to a random sample of those enrolled in Nova's Program as of May 1975 was the following: "Was there any single item that was either omitted

or misrepresented in the bulletin and/or literature which you strongly feel should have been clarified?" Negative responses numbered 91 percent, while only 9 percent responded in the affirmative.[19]

Another survey of Nova participants was completed recently as part of a study funded by the Ford Foundation of the University's three major external degree programs. To assemble needed data the researchers sent a questionnaire to all Nova participants and alumni. Of those enrolled in the Program for Educational Leaders, 705 responded. To the question of whether the stated program objectives were being achieved, 67.5 percent responded that they were being achieved "to the degree expected" by the respondent, while 28.2 percent felt that objectives were being achieved "beyond" what the participant had expected. Only 4.3 percent responded that the stated program objectives were not in fact being achieved. Another question called for an overall comparison of the Nova Program with other formal educational experiences of participants. The Program was rated "above average" by 87.8 percent of the respondents, "average" by 11.9 percent, and "below average" by the remaining 0.3 percent.[20]

It appears, then, that participants do feel the Program is providing the kind of educational experience they had expected and that clarity about objectives, procedures, and requirements has been achieved.

Such an attitude on the part of participants can be taken as a highly significant measure of the Program's quality. A recently issued report prepared by researchers at the Educational Testing Service analyzed various approaches to the assessment of doctoral programs. The researchers concluded that doctoral programs should be evaluated on the basis of several criteria, but one that proved to be both highly reliable and strongly correlated with other evaluative criteria was the rating of programs by their students and recent alumni.[21] The quality of Nova's Program, evaluated by such a criterion, is quite high.

High Attrition: A Desired End?

While some may argue that high attrition is the mark of a rigorous program in which quality is maintained and only the finest students remain, the available evidence does not support this. Woodrow Wilson Fellows, extremely competent students who should have strong perseverance, were found to have high attrition. And Harvard's Law and Medicine Schools, extremely demanding institutions, have quite low attrition. The facts, then, suggest that a well run program genuinely meeting its students needs is one in which a large percentage of those who began the program end it. This makes for the most effective use of both the instructor's and the student's time and avoids the wasting of valuable human resources.

CHARACTERISTICS OF PARTICIPANTS

Sex

Of Nova's participants, 18.6 percent are female; 18.7 percent of the graduates are female. In 1975, females earned 17 percent of the U.S. doctorates conferred in this field. Among school administrators, 18.2 percent are female.

A detailed analysis of the demographic characteristics of participants enrolled in the first thirty-two clusters was done in February 1974 when enrollment had stabilized at 797. Of this figure, 18.6 percent are women, as table 7 indicates. Another analysis was completed recently of those 503 participants who have been graduated. As table 7 shows, 18.7 percent of these graduates are female.

Sex of Graduates, All Programs

When these data are compared to the total population of those receiving the doctorate in educational administration, Nova is found to have a slightly higher proportion of females in its Program. The latest available figures on earned degrees conferred, shown in table 8, are for 1974-75. Of the graduates in educational administration and supervision, 17 percent were women.[22]

Sex of Administrators

However, when compared to the population from which Nova draws

[14]Conversation with Dr. Dorothy Gilford, Director of Human Resource Studies, Board on Human-Resource Data and Analyses, Commission on Human Resources, National Research Council, in Washington, D.C., November 18, 1976.

[15]Lucy Sells, **Preliminary Report on the Status of Graduate Women: University of California, Berkeley** (Berkeley: University of California, 1973), p. 23.

[16]Derek C. Bok, **The President's Report, 1972-1973** (Cambridge, Mass.: Harvard University, 1974), pp. 23-24.

[17]**Ibid.**, pp. 24-25.

[18]**Ibid.**, pp. 25-26.

[19]Dennis Eric Pytel, "The External Doctorate in Education: Selected Variables" (Unpublished Ed. D. dissertation, University of Idaho, 1975), p. 170.

[20]Study of Nova University's External Degree Programs. In draft.

[21]Mary Jo Clark, **et al., Assessing Dimensions of Quality in Doctoral Education: Study in Three Fields** (Princeton: Educational Testing Service, 1976), pp. 11.5, 11.6, and **passim.**

[22]National Center for Education Statistics, **Earned Degrees Conferred, 1974-75. Summary Data** (In press).

TABLE 7

Sex of Nova Participants	Sex of Nova Graduates
males - 81.4% (649)	males - 81.3% (409)
females - 18.6% (148)	females - 18.7% (94)
Data as of February 1, 1974	Data as of January 1, 1977

TABLE 8

Sex of Graduates from all Doctoral Programs in Educational Administration and Supervision: 1974-1975

males - 83% (1,142)
females - 17% (234)

Source: National Center for Education Statistics, **Earned Degrees Conferred, 1974-75, Summary Data** (in press).

TABLE 9

Sex of School Administrators: 1972-73

males - 81.8% (138,045)
females - 18.2% (30,656)

Source: National Education Association, **26th Biennial Salary and Staff Survey of Public-School Professional Personnel, 1972-1973** (Washington, D.C.: NEA, 1973), p. 9.

TABLE 10
Race of Nova Participants

White	79.3%	(559)
Black	16.7%	(118)
Other minorities	4%	(28)
Total	100%	(705)

Source: Nova Study of External Degree Programs funded by Ford Foundation. Survey conducted in 1975-76.

TABLE 11
Race of Graduate Students in Education

White	88.5%	(288,311)
Black	8.9%	(28,943)
Other minorities	2.6%	(8,600)
Total	100%	(325,914)

Source: Office of Civil Rights. Data as of Fall 1974.

TABLE 12
Race of School Administrators

White	89%	(130,763)
Black	9%	(12,983)
Other minorities	2%	(2,705)
Total	100%	(146,451)

Source: Equal Employment Opportunity Commission. Data as of 1974 gathered in the EEO-5 survey.

its participants, the Program is almost exactly representative. The National Education Association surveyed approximately 16,425 school systems in 1972-73. Based on data gathered, it estimated staff compositions at all levels. The administrative staff, totalling 168,701 and including principals, assistant principals, superintendents, and others in the central office, was composed of 81.8 percent males, 18.2 percent females.[23] (See table 9.) Thus, Nova's female enrollment is only slightly higher than the proportion of females in the administrative work force.

While Nova's Program cannot be viewed as a vehicle for significantly advancing the cause of women, it certainly is accessible to them and is attracting them in proportion to their numbers among their peers.

Race

While 88.5 percent of all graduate students in education and 89 percent of all school administrators are White, 79.3 percent of Nova's participants are White.

Data on racial composition are difficult to come by. Only recently has such information been collected nationally by the Department of Health, Education and Welfare, and it is not consistently being reported with the degree of specificity that would suit our purposes.

Even Nova's own record keeping has not included racial composition. However, the study funded by the Ford Foundation, referred to above, compiled data that can be used to estimate this information. Of the 705 participants in the Program for Educational Leaders who responded to that survey, 79.3 percent are White, 16.7 percent are Black, and 4 percent are members of other minority groups. (See table 10.)

To place these figures in the broader context, one must refer to data at the U.S. Office of Civil Rights drawn from a 1974 survey of 2,575 institutions of higher learning. While the data do not provide information specifically for doctoral students in educational administration, they do give the racial breakdown of graduate students in education generally. Of this group, 88.5 percent are White, 8.9 percent are Black, and 2.6 percent are other minorities.[24] (See table 11.) Clearly, Nova's Program is enrolling a far higher proportion of minorities than are other institutions of higher learning.

Information on the racial composition of administrators in the field was gathered for the first time in 1974 by the Equal Employment Opportunity Commission in a sample survey designated the EEO-5 report. School districts subject to Title VII of the 1964 Civil Rights Act were surveyed; one hundred percent of districts employing one hundred or more persons were asked to report, while a sample of smaller districts was utilized. The response rate in 1974 was 96 percent. The relevant findings of that survey, shown in table 12, are that 89 percent of school administrators are White; 9 percent are Black; and 2 percent are members of other minority groups.[25]

We find, then, that Nova's participants represent minority groups in higher proportions than they are represented in administrative posts. While only 9 percent of school administrators are Black, 16.7 percent of those in Nova's Program are Black; only 2 percent of other minorities have administrative posts, while 4 percent of Nova's participants are from other minority groups.

Age

The typical Nova participant is older than students in other doctoral programs in education but about the same age as the typical administrator.

Because Nova admits only those who are already practicing administrators, one would expect that the age of those in the Program would be somewhat higher than the age of

TABLE 13
Age of Nova Participants

Age	At time of Admission* Number of participants	At time of Admission* Percentage	At time of Graduation** Number of participants	At time of Graduation** Percentage
25-29	18	2.0	1	0.3
30-34	79	9.9	34	7.0
35-39	177	22.0	65	13.0
40-44	212	27.0	155	31.0
45-49	195	25.0	127	25.0
50-54	75	9.0	88	17.0
55-59	40	5.0	26	5.0
60-64	1	0.1	4	1.0
65-69	—	—	1	0.3
Unknown	—	—	2	0.4
Total	797	100.0	503	100.0
	Median - 42.4 years		Median - 44 years	

*Data as of February 1, 1974

**Data as of January 1, 1977

TABLE 14

Positions of Nova Participants at Time of Admission to Program

Position	Total	Males	Females
Principals; Assistant & Associate Principals	51.1% (407)	43% (343)	8.1% (64)
Superintendents; Deputy & Assistant Superintendents	11.3% (90)	10.9% (87)	.4% (3)
Other Administrators	37.6% (300)	27.5% (219)	10.1% (81)
Total	100% (797)	81.4% (649)	18.6% (148)

Data as of February 1, 1974.

TABLE 15

Positions of Nova Graduates

Position	Total	Males	Females
Principals; Assistant & Associate Principals	49.3% (248)	40% (199)	9.3% (49)
Superintendents; Deputy & Assistant Superintendents	14.3% (72)	13.5% (68)	0.8% (4)
Other Administrators	36.4% (183)	28.2% (142)	8.2% (41)
Total	100% (503)	81.3% (409)	18.7% (94)

Data as of January 1, 1977.

other graduate students. In fact, the median age at the time of admission to the Program was 42.4 years in February of 1974, when an analysis was done of the first thirty-two clusters. The median age of those who have been graduated, as of January 1, 1977, was 44 years at the time of graduation. See table 13 for complete data on age.

The median age of graduate students enrolled in educational administration programs elsewhere, as revealed in the 1972 AASA survey of 288 institutions, was 33.1 years;[26] unfortunately, this figure included both masters and doctoral students, which tends to lower it. The median age of students receiving the doctorate in all phases of education, as reported to the Board on Human-Resource Data and Analyses in 1975 (the most recent data available), was 36.5 years, while the median age for all fields was 31.5 years.[27] In fact, those in education had the highest median age of any of the fields reported.

Since Nova's participants are older than other students, one is led to wonder if there are any special characteristics of individuals who attend college later than is customary. National data have been assembled by the U.S. Census Bureau on the characteristics of middle-aged men, among others, in what is called the National Longitudinal Survey. Among the analyses of these data was an examination of the characteristics of those middle-aged men who received training during middle age. The researchers found that such men enjoyed higher earnings both before and after the training than did others their age. The conclusion was drawn that middle-aged men who underwent training appeared to be "more highly motivated or otherwise more productive individuals" than others their age.[28]

Data are also available to allow us to compare the ages of Nova participants with those of practicing administrators. In a 1969-70 sample survey of school superintendents, the median age was 47.7 years.[29] The median age of senior high school principals was 44 years, as measured by a 1963-64 survey;[30] the median age of junior high principals was between 40 and 44, according to a 1964-65 survey;[31] and the median age of elementary school principals, as of 1968, was 33 years.[32] Thus we find that while the typical Nova participant is somewhat younger than the average superintendent, he is much older than the typical elementary school principal but approximately the same age as the average junior or senior high school principal.

Positions Held By Participants

Over one-half of Nova's participants are principals.

Since the term "school administrator" covers a wide variety of jobs, to fully portray the characteristics of Nova participants, we must identify their roles in the schools more specifically. As table 14 indicates, the largest proportion of participants were principals, associate principals, or assistant principals (51.1 percent) when they entered the Program. The next largest group were "other ad-

[23]National Education Association, **28th Biennial Salary and Staff Survey of Public-School Professional Personnel, 1972-73** (Washington, D.C.: NEA, 1973) p. 9.

[24]Office of Civil Rights, **Enrollment Data, Fall 1974, from Institutions of Higher Learning** (unpublished).

[25]Equal Employment Opportunity Commission, Data Derived from EEO-5 Survey, 1974 (unpublished); information about the survey was obtained from James S. Neal, Chief, Information Branch, Research Division, EEOC, in letter dated December 15, 1976.

[26]Knezevich, **Preparation**, p. 54.

[27]Board on Human-Resource Data and Analyses, Commission on Human Resources, National Research Council, **Summary Report, 1975, Doctorate Recipients from United States Universities** (Washington, D.C.: National Academy of Sciences, 1976), pp. 14-15.

[28]Herbert S. Parnes, "Sources and Uses of Panels of Microdata; The National Longitudinal Surveys: New Vistas for Labor Market Research," **American Economic Association**, 65 (May 1975): 247.

[29]Stephen J. Knezevich, ed., **The American School Superintendent. An AASA Research Study** (Washington, D.C.: American Association of School Administrators, 1971), p. 18.

[30]John K. Hemphill, **et al., The Senior High-School Principalship**, The Study of the Secondary-School Principalship, Vol. 1 (Washington, D.C.: National Association of Secondary School Principals, 1965), p. 17.

[31]Donald A. Rock and John K. Hemphill, **The Junior High School Principalship**, The Study of the Secondary-School Principalship, Vol. 2 (Washington, D.C.: National Association of Secondary School Principals, 1966), p. 4.

[32]National Association of Elementary School Principals, **The Elementary School Principalship in 1968** (Washington, D.C.: NAESP, 1968), p. 14.

ministrators" (37.6 percent), which includes such personnel as curriculum coordinators, special project directors, and system-wide supervisors. The smallest proportion of participants were superintendents, deputy, or assistant superintendents (11.3 percent). A slight change in this configuration is seen when the data on program graduates are examined. As table 15 reveals, 49.3 percent of the graduates were principals (including assistant and associate principals); 14.3 percent were superintendents (including deputy and assistant superintendents); and 36.4 percent were other administrators. We see that superintendents are somewhat more heavily represented among program graduates that they are among program participants, while principals are slightly underrepresented among program graduates when compared to program participants.

Distribution in the Field

Comparable data, found in the 1972-73 NEA survey referred to above, allow us to see how the distribution among jobs of Nova participants compares to that same distribution in the field. This information is summarized in table 16. We find that the principalship (including assistant and associate principals) was likewise the most frequently ocurring administrative position (59.9 percent), with "other" as second most frequent (28.7 percent).[33] As can be seen, the job category distribution of Nova participants differs somewhat from the field in that there are slightly fewer in the "principal" category and more classified as "other." The number of superintendents is almost identical when data on Nova participants are examined, while the proportion of Nova graduates who are superintendents (14.3 percent) slightly exceeds the proportion of administrators who are superintendents (11.4 percent).

TABLE 16

Positions of School Administrators

Position	Total	Males	Females
Principals; Assistant & Associate Principals	59.9% (100,986)	51.9% (87,605)	8% (13,381)
Superintendents; Deputy & Assistant Superintendents	11.4% (19,227)	11.1% (18,826)	0.3% (401)
Other Administrators	28.7% (48,488)	18.7% (31,614)	10% (16,874)
Total	100% (168,701)	81.8% (138,045)	18.2% (30,656)

Source: NEA, 28th Biennial Survey, p. 9. Data as of 1972-73 school year.

Reasons for Participating in Nova's Program

Most Nova participants had access to traditional programs or schools within commuting distance.

As an earlier discussion indicated, clusters are located all across the country. From Providence, Rhode Island, to Portland, Oregon; Los Angeles to Atlanta; Dallas to Denver, the Nova concept of education is becoming available to administrators throughout the nation.

One is led to wonder why participants chose the external degree. Were there no local institutions available? Possible answers come from two sources.

The Nova study funded by the Ford Foundation, referred to above, asked those surveyed if they had had the option of enrolling in a traditional program when they selected Nova; 84.7 percent responded in the affirmative. A compelling reason given for attracting these participants to Nova was that they could remain in their job while pursuing the degree (96.9 percent selected this as "very important" in attracting them to the Program). The second most frequent reason was the flexibility of the Program (82.9 percent selected this as "very important").

Another answer to this question comes from the Pytel study, referred to above. In response to the question, "Do you reside within commuting access to an institution awarding an educational doctorate?", 81 percent answered in the affirmative. Their primary reasons for not attending the local school were residency requirements (selected by 38 percent) and inconvenience of scheduling (14 percent).[34]

Composite of the Nova Participant

The Nova participant is far from typical of students enrolled in other doctoral programs.

Drawing upon all the data presented, we can construct a composite of the Nova participant, an individual far from typical of students enrolled in other doctoral programs. He or she is in a program in which far more students are enrolled than is typical. A slightly greater number of females and many more minority members are found in this Program than in traditional schools. The Nova participant is somewhat older than his or her counterpart in other programs and is pursuing the degree while carrying the normally heavy burdens of a school administrator.

THE FUTURE FOR NOVA AND ITS GRADUATES

Since Nova's Program trains existing administrators, rather than creating a pool of potential administrators, it will not glut the market. Currently, an estimated 5 percent of public school administrators have the doctorate.

Assuming that Nova can maintain its Program, enable its participants to graduate within three to four years, and produce over five hundred graduates in each three-year cycle, will the Program be glutting the market with doctorates? Available evidence suggests that it will not. Since Nova is not training *potential* administrators but rather *existing* ones, it will not create a disequilibrium in the school administrators' job market.

Positions Taken By Those Earning the Doctorate in Educational Administration

A sizable proportion of those who earn the doctorate in educational administration at other schools go into fields other than elementary or secondary school administration. An analysis of data from the survey of earned doctorates conducted by the National Research Council during the years 1961-1970 revealed that only 34.2 percent of those receiving the doctorate in educational administration went into elementary or secondary school administration. Of the remaining, 17.2 percent went into administration at the college level; 18.4 percent went into college level teaching; and the other 30.1 percent went into an assortment of fields.[35] Consequently, while virtually all of Nova's graduates will remain in elementary and secondary school administration, the majority of the graduates of other programs will never be school administrators.

Geographical Spread

A further point to be made is that since Nova's Program is scattered across the country, it will not saturate any one geographical area with doctorates. Care is taken to limit the number of clusters operating in a geographic area.

Estimate of Number of Administrators with the Doctorate

Finally, an estimated 5 percent of public school elementary, junior high, and senior high principals, assistant principals, and superintendents have the doctorate. While there are approximately 195,700 administrative positions in public and private elementary and secondary school systems,[36] the actual number of those holding the doctorate does not appear to be known.[37] Our estimate is based upon figures assembled from several sources.

The information upon which this estimate is based is as follows and is summarized in table 17. The doctorate is held by 1.8 percent of elementary school principals,[38] 3 percent of senior high principals,[39] 4 percent of junior high principals,[40] either 6 percent or 2 percent of assistant principals (according to whether the question is answered by the assistant principals themselves or their principals),[41] and 15.4 percent of superintendents.[42] These data do not account for all administrative personnel at the elementary and secondary level, but they do allow for a general approximation.

Clearly, then, the Nova graduate joins a select group, and doctoral programs in educational administration have a vast pool of potential candidates from which to draw. As the National Ed. D. Program for Educational Leaders begins its second five years, it will continue to strive to maintain a high quality program while pursuing its goal of improving education through training elementary and secondary school administrators.

[33] NEA, **26th Biennial Survey**, p. 9.

[34] Pytel, **External Doctorates**, p. 154.

[35] Mitchell, **Leadership**, p. 34.

[36] S. J. Knezevich, **Doctorate Needs in Educational Administration During the 1970's and 1980's: A Preliminary Analysis** (Columbus, Ohio: University Council for Educational Administration, 1974), p. 29.

[37] Based on conversations with Stafford Metz and Vance Grant of the National Center for Education Statistics; Dean S. J. Knezevich of the University of Southern California School of Education; and Roy Wilson, National Director of Alumni Programs, Nova University, then with the Educational Research Service).

[38] National Association of Elementary School Principals, **Elementary Principalship**, p. 24.

[39] Hemphill, **Senior High Principalship**, p. 26.

[40] Rock and Hemphill, **Junior High Principalship**, p. 25.

[41] David B. Austin, et al., **Report of the Assistant Principalship**, The Study of the Secondary-School Principalship, Vol. 3 (Washington, D.C.: National Association of Secondary School Principals, 1970), p. 30.

[42] Knezevich, **The American School Superintendent**, p. 44.

TABLE 17

Estimated Number of Administrators with the Doctorate

	Number surveyed	Number with doctorates	Percent with doctorates
Superintendents	13,037	2,008	15.4
Senior High School Principals	15,827	475	3.0
Junior High School Principals	9,374	375	4.0
Elementary School Principals	48,196	868	1.8
Assistant Principals	27,589	1,655	6.0*
Totals	114,023	5,381	5.0

*As reported by assistant principals. Reports from principals indicate that 2 percent of assistant principals hold the doctorate.

NOTE: The number of administrators in each position was derived from the 1972-73 NEA survey, cited above, which gathered data only for public school systems. Thus, administrators in non-public systems are not included.

The percentage figures were obtained from the following sources: on superintendents, from Knezevich, **The American School Superintendent**, p. 44; on senior high principals, from Hemphill, **Senior High Principalship**, p. 26; on junior high principals, from Rock and Hemphill, **Junior High Principalship**, p. 25, on elementary school principals, from National Association of Elementary School Principals, **Elementary Principalship**, p. 24; on assistant principals, from Austin, **Assistant Principalship**, p. 30.

Data are not available on the number of doctorates among such administrators as deputy and assistant superintendents and other central staff personnel.

Therefore, the information in this table provides only a rough estimate of the number of administrators with the doctorate.

THE APPEALS PROCESS

The National Ed. D. Program for Educational Leaders is an instrument for improving the schools through improving the capabilities of school leaders. This goal requires that the education program provided be an exemplary one and that the performance of its participants be in concert with the bold aspirations of the Program itself. The greater the number of participants succeeding in the Program, the closer the Program moves toward the goal of improving education in elementary and secondary schools.

Not all administrators can meet the demands of the Program, however. It is necessary, on the one hand, that individuals who cannot meet program expectations be denied the Doctor of Education degree. It is equally important, in a program in which all students are professional educators, to insure that every reasonable precaution is taken to insure that decisions regarding success or failure in the Program — de-

cisions that may have direct bearing on an individual's career — be subject to reconsideration and appeals.

In order to insure that appropriate attention is given to preserving the rights of individuals, while upholding the qualitative standards of the Program, an appeals process has been evolved to deal with three exhaustive categories: time, quality, and process.

Guidelines

To protect the rights of individuals while upholding program quality, specific mechanisms have been established for appealing staff decisions in three areas: time, quality, and process.

Internal mechanisms are available to resolve most matters involving evaluation of participants' work during the allotted four years. Only when this internal process is exhausted can an external appeal be initiated. The internal process is informal, except in the case of an alternative method of fulfilling a substantive module requirement. This discussion is concerned with the external process.

External appeals are heard by panels of program graduates, a concept which appears to be unique to the Nova Educational Leaders Program. The rationale is that graduates have given evidence of fully understanding program requirements and criteria, and are more competent than any other non-staff group to evaluate whether those requirements and criteria have been met.

Three Types of Appeals

Appeals may fall into one or more of three broad categories:

A. *Time.* The Nova three-year Program may be extended to four years without any special dispensation from the Nova staff, subject only to the payment of additional fees in accordance with a published schedule. If time beyond the fourth year is needed for completion of program requirements, an appeal must be made unless the central staff provides a three-month extension on the basis of an evaluation of a participant's progress.

Rationale for Program Time Limits: Applicants to this Program are required to be in administrative positions in order to be admitted. The attainment of such a position is evidence of leadership ability in the society and in the system in which the applicant functions. No substitute measures presently available can estimate the potential of persons to obtain such influential roles. The importance of being in an administrative slot is further emphasized by the practicum requirements through which all candidates must carry out real-life projects for school and school system improvement.

This admissions requirement obviously means that persons in the Program are somewhat older than traditional program doctoral candidates who may have had little or no experience in the schools. In fact, the average age of Nova candidates at the time of admission to this Program is 42. (The range is 25 to 60.)

If the Program were to operate in the same manner as other programs, candidates would spend between six and eleven years in attaining the degree, and the average age on completion would approximate 50. Thus, on completing the Program, they would have relatively little time to apply new perspectives gained to the improvement of their educational systems. To handle this real problem and, we think, to cure one of the basic ailments in existing programs, the system is designed to be completed by most administrators in three years. A fourth year is provided (with minimal service charges) to make possible degree completion for those who have had personal or program problems during the first three years. Permission to continue work beyond the fourth year will be granted in only the most unusual documented situations.

The central difference between this Program and the traditional programs is their focus. Here, the candidate is required to improve himself on the job. Because of the symbiotic relationship of career and program, participants are able to be highly productive without competing with one another. All the tasks they perform are relevant to qualifying for the highest professional degree in education.

A vital aspect of on-the-job performance relates to completing contracted for efforts within the time available. The four-year deadline is motivating candidates to achieve that goal. Graduates testify that one of the greatest benefits of the Program is that they have learned of the absolute need to manage time effectively, and they have derived satisfaction from having performed tasks well and on schedule in both the job and the Program.

B. Quality. Participants whose work has been found unacceptable by the Nova staff may appeal for reevaluation of the quality of the work.

Participants who have work in progress or who plan future work but who have been informed by the Nova staff that, based on the quality of the work they have already performed, their new work will not be evaluated, may appeal for evaluation of the work to be produced in the future.

C. Process. Procedural matters that are in dispute may be appealed. Such matters may include payment of fees beyond the third year, submission of letters from observers of practicums, attendance at Summer Institutes, and starting dates of clusters.

Status Reports

At the end of the first and second years, and, if necessary, the third year, participants receive status reports that allow them to gauge how successfully they are completing program requirements. These reports also allow Nova to check its records with each participant. While a participant's candidacy may be terminated at any point, to allow the participant sufficient time to prove himself, such termination is usually not considered by the central staff prior to completion of the second year.

At the end of the third year, those participants who have not finished all requirements are put on notice that they will be terminated if they have not met all program requirements when the fourth year is completed. This notice supplies complete information about the appeals process, including names of those graduates from whom an appeals panel can be selected and a copy of the form to be submitted to Nova requesting the appeal.

Termination Notice and Application to Appeal

Participants who have not completed all requirements at the end of the fourth year and who, in the view of the staff, do not have a reasonable chance of completing remaining work within three months,

will be notified that they have been terminated. These participants may enter into the appeals process. If, however, a participant has performed at a high level and can reasonably be expected to complete the Program within three months, he will be granted an extension of three months by the central staff.

If the decision to appeal is made, the participant must submit a signed copy of the Appeals Process Agreement, which will be provided whenever an appeal is the appropriate next step. On this form, the participant must provide the names of five alumni who have agreed to serve on an appeals panel for the participant; from this list, three panel members will be selected. Members of the participant's own cluster are ineligible. Names of potential panel members will be supplied by Nova and will include all graduates of Florida clusters (to January 1, 1977) except members of the Alumni Executive Committee on Appeals, a body of program graduates whose members are appointed by the Director for terms of one year and whose responsibilities are discussed below. (The initial roster for panels is from Florida so that appeals panels can meet without great expense.) The participant must submit this Agreement within one month after the end of his fourth year in the Program or, in the case of a dispute before completion of the fourth year, within one month following the date on which he was notified that an appeal is the appropriate next step.

When the Agreement is received by Nova, the appeals process will be initiated. Within a month after receiving the Appeals Process Agreement from the participant, a decision will have been made and communicated to the participant, unless additional time is required in the view of the member of the Alumni Executive Committee on Appeals who is serving as liaison among the appellant, the appeals panel, and the Nova staff.

The time being used by the appeals process is included in the total time available to the participant. If an extension of six months is granted, the time taken for the appeal is included within that six months. Thus, no extension (or combination of extensions) may carry a participant beyond four years and six months from the starting date of his cluster.

The full text of the Appeals Process Agreement is on this page.

APPEALS PROCESS AGREEMENT

Director
National Ed.D. Program for Educational Leaders
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

Dear Sir:

I am requesting that my status with the National Ed.D. Program for Educational Leaders be determined by an appeals procedure as outlined in The Gatekeepers' Gazette, Vol. 6, No. 3.

I understand that this is the final opportunity for appeal available to me and I agree to be bound by the appeals proceedings and by the final determination as announced by the Director whose decision will be based on the majority vote of the panel.

I also understand that, before my case can be considered by an appeals panel, I must pay to Nova University all fees due as of this date for previous service, and I agree to pay such fees. I further understand that the decision of the panel will not be communicated to me by the Director until I have reimbursed panel members and a representative of the Alumni Executive Committee on Appeals for all out-of-pocket expenses incurred by them in connection with my appeal, and I agree to make such payments.

I understand that the maximum total time extension available on appeal is six months for the completion of all program requirements. I request _____ months.

I request that the final evaluation of my practicum work and/or substantive modules be made by (check one):

( ) the appeals panel by majority vote

( ) conventional methods through the Nova staff

The following five alumni have agreed to serve on the appeals panel:

_____ _____

_____ _____

_____

_____

Signature _____

Date _____ Name _____ (typed or printed)

Cluster _____

The Mechanics of Appeals Regarding Time

1. *Three-month extension granted by staff.* At the end of the fourth year, those participants who have performed at a high level and who can reasonably be expected to complete all requirements within three months will be granted an extension of three months by the central staff. When a participant is informed that he has been granted a three-month extension, he must submit to Nova an acceptance of the extension on the form that will be supplied to him. The full text of that form is shown below.

ACCEPTANCE OF THREE-MONTH EXTENSION

Director
National Ed.D. Program for Educational Leaders
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

Dear Sir:

I hereby accept the three-month extension granted to me by the central staff so that I may complete all program requirements.

I understand that if I require additional time at the end of this three months, I may apply to the Alumni Executive Committee on Appeals for an additional three-month extension. For that application to be considered, I would have to pay Nova University all fees due as of the date of application. I agree to reimburse members of the Alumni Committee for all out-of-pocket expenses incurred in connection with my appeal. I understand that extensions aggregating six months constitute the maximum time available, and that no appeal for additional time will be considered.

Date _____ Signature _____

Cluster _____ Name _____ (typed or printed)

2. *Three-month further extension.* Those participants granted such a three-month extension by the central staff may require additional time to complete a few final details with respect to work in progress. If so, application may be made for a further three-month extension. This application must be made by telephone or letter to the Director before the expiration of the first three-month extension. If the three-month extension expires before the participant receives a Nova evaluation requiring attention to a few final details before a Pass grade can be awarded, application for additional time may be made. This application must be made within one week of receipt of the Nova evaluation and can be done by telephone or letter to the Director. The additional three-month extension may be granted by a panel of three of the nine members of the Alumni Executive Committee on Appeals. This external reviewing process relates only to the granting of a three-month extension. Evaluation of the participant's work at the conclusion of that extension is made by the Nova staff. This additional three months is the outer limit of time available to those granted an initial three months beyond four years by the central staff and includes any time taken by the evaluation process.

3. *Six-month extension.* Those not granted an initial three-month extension by the staff may appeal for additional time up to six months. As described above, an Appeals Process Agreement must be submitted within one month after the end of the participant's fourth year. The agreement must include the names of five graduates who will serve on an appeals panel. Three names, selected by the Director from this list, will be submitted to the chairman of the Alumni Executive Committee on Appeals, who will select a member of his committee to serve as liaison among the appeals panel, the Nova staff, and the appellant. The designated committee member will assemble the appeals panel and instruct it in the application of the guidelines for appeals. The appeals panel is responsible for determining whether the appeal for a six-month extension is granted.

The participant has the option of having his work evaluated either by the central staff or by the appeals panel, if the extension is granted.

The Mechanics of Appeals Regarding Quality

After all internal mechanisms have operated, a No Pass grade or an evaluation of work as unsatisfactory may be appealed in the same manner as requests for additional time. The participant is required to agree that the work already performed will be reviewed by the appeals panel and that its judgement will be binding. An appeal for a change of grade in a substantive module must be initiated no later than one month after a participant has been notified that an alternative evaluation of work in a substantive module has resulted in a No Pass grade. In the case of a practicum report that is unacceptable to the practicums staff, a participant should not resort to the appeals process until the Director of Practicums informs the participant that further interaction with the practicums staff would be fruitless.

An applicant who seeks a six-month extension will be required to indicate in writing whether work performed within the extension period should be evaluated by the Nova staff or by the appeals panel. (See Appeals Process Agreement, above.)

The Mechanics of Appeals Regarding Procedure

All procedural matters relating to the completion of program requirements may be appealed if they are in dispute after all internal mechanisms have been exhausted. Such matters may include payment of fees beyond the third year and submission of letters from observers of practicums. Such appeals will be considered by a sub-committee of three members of the Alumni Executive Committee on Appeals. The subcommittee will be appointed by the chairman of the Alumni Executive Committee on Appeals. Application for such appeals must be made no later than one month after all internal mechanisms have been used and found insufficient.

Expense Reimbursement and Fee Payment

The largest contributor to the appeals process is the graduate who serves without compensation. A participant is obligated to reimburse alumni serving on his appeals panel, as well as the liaison person, for direct expenses incurred in processing an appeal. Such expenses may include travel to a central point, and secretarial and telephone costs. Graduates serving in connection with an appeal will send their expense statements directly to the appellant, with a copy to the Director. On receiving payment, alumni will so inform the Director.

Nova University will contribute staff time and facilities to the appeals process, without cost to the appellant.

The Director will communicate the results of the deliberations of the appeals panel to the appellant only after receiving notification that all expenses due have been reimbursed to graduates serving.

In addition, before an appeals panel may be convened, the appellant must have paid all fees due Nova University.

Graphic Presentation of the Appeals Process

A graphic portrayal of the overall process is presented in figure A. This diagram depicts the time sequence of the appeals process in the context of overall progress through the Program. As the diagram illustrates, at the end of the first, second, and third years, participants will receive status reports of their progress. The end of the second year marks the first decision point. If a participant is terminated at this point, he may appeal, and, if the appeal is successful, he would return to the Program.

At the end of the third year (decision point two), two possibilities exist: (1) the participant may be graduated; or (2) he may proceed into the fourth year, which is automatically available for all who are making satisfactory progress.

The third decision point occurs at the end of the fourth year. At this time, participants are either graduated, terminated, or granted a three-month extension by the staff. Those who are terminated may appeal for a six-month extension, at the end of which time they will either have successfully completed all requirements or be terminated. Those granted the initial three-month extension may require additional time; if so, they must appeal for another three months. At the end of this period, they must have suc-

cessfully completed all requirements or they will be terminated.

In addition the Nova staff may terminate any participant at any time if, in its opinion, he has not maintained ethical standards appropriate to a doctoral program or has given convincing evidence of inability to complete the Program successfully. Such terminated participants have the same rights of appeal as all other participants and must meet the same time deadlines.

Thus, as this diagram illustrates, participants have a maximum of four years and six months in which to pass through the Program and earn the Ed D. No appeal or procedure exists beyond this point.

Authority and Responsibilities of All Involved in Appeals Process

A. The Appellant

When a participant makes the decision to appeal, he must carry out the following:

a. Communicate with a sufficient number of listed alumni so that he can find five who agree to serve on an appeals panel.
b. Submit to Nova the Appeals Process Agreement within a month of the end of the fourth year or, if terminated prior to the end of the fourth year, within a month of the date of notification of the termination.
c. Include in the Appeals Process Agreement the names of the five alumni who have agreed to serve on the appeals panel.
d. Reimburse the liaison and members of the appeals panel for direct expenses incurred in processing the appeal, such reimbursement to be sent directly to the alumni concerned.
e. Pay all fees due to Nova University.

The appellant has the following rights:

a. He may appear before the panel, or may be represented before it, without a representative of the Program's central staff being present.

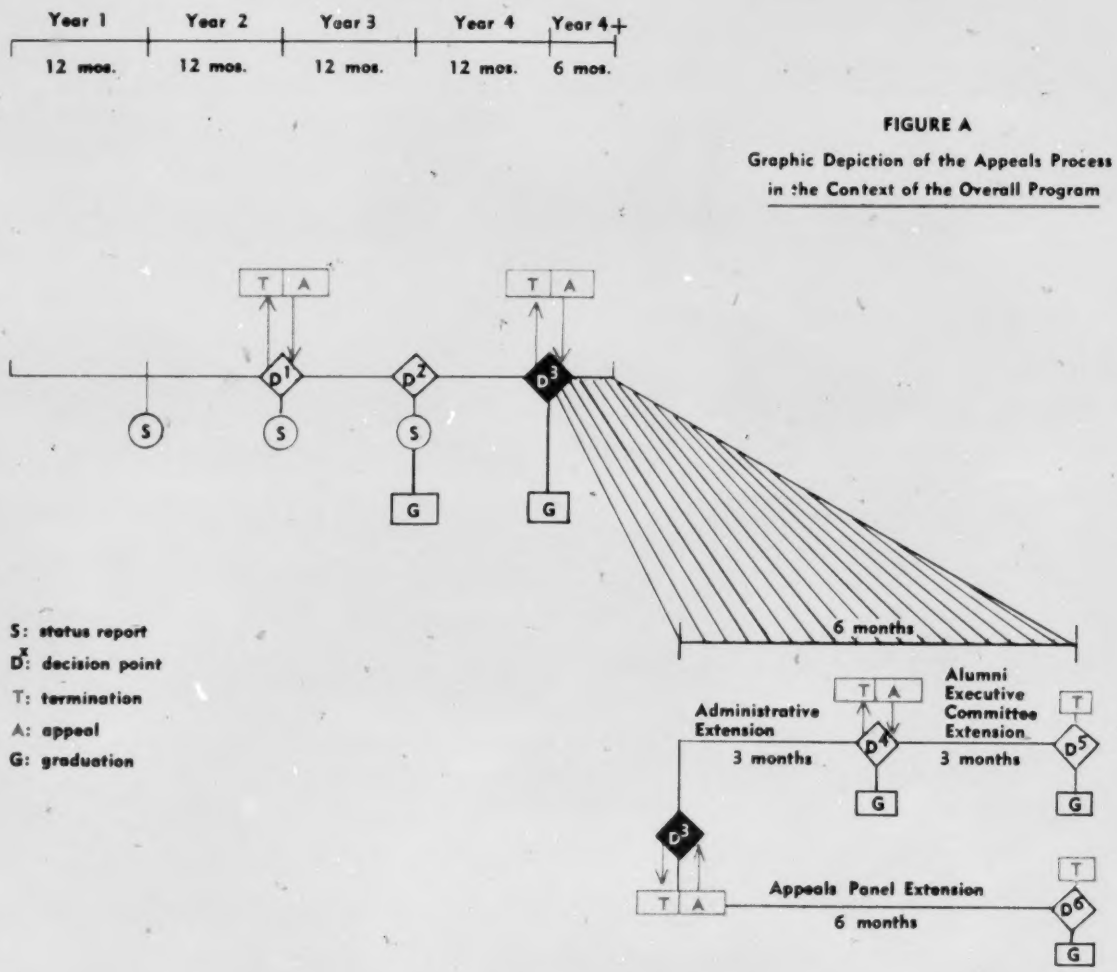

FIGURE A

Graphic Depiction of the Appeals Process in the Context of the Overall Program

b. He shall have access to all relevant documents in his file.

B. The Liaison

When the Director notifies the chairman of the Alumni Executive Appeals Committee that a new appeal is to be processed, the chairman may serve or he may select a member of his committee to serve as liaison to the appeals panel, the appellant and the Nova staff. Members of this committee rotate in serving in this capacity. Because the liaison attempts to validate the appeals procedure by monitoring the process, a committee member may not sit on an appeals panel while serving on the executive committee.

The person serving as the liaison is responsible for performing the following task:

a. Communicates with each appeals panel member to plan for an orientation meeting to be held within two weeks after being contacted by the Director; sets a meeting place, date, and time that is mutually agreeable to all parties; and chairs the orientation meeting and addresses procedural matters pertaining to the specific case.

b. Insures that each panel member receives all evaluations and relevant correspondence from the appellant's file.

c. Advises panel to review these evaluations and bring them to orientation meeting during which the complete file will be made available.

d. Informs appellant of the date the appeals panel will convene for orientation/procedural purposes. Appellant is not invited to attend the orientation meeting.

e. Reminds panel members of their responsibility to submit individual written recommendations with reasons to the Director within ten days after the orientation meeting.

f. Returns all documents to Nova upon resolution of the appeal.

g. Submits a statement to the appellant requesting reimbursement of his itemized expenses incurred, with a copy to the Director.

h. Notifies Nova when appellant has reimbursed him for expenses.

i. Notifies all involved if additional time is required.

The liaison is expected to hold all information in relation to the appeal in confidence and not to render a personal judgement regarding the outcome for any specific case.

In summary, the liaison is not a member of the appeals panel, a representative of the appellant, or a representative of the Nova staff. The task of the liaison is to monitor appeals procedural matters during a specific appeals case involving the panel, the appellant, and the Nova staff. This process is designed to ensure due process for the appellant and to sustain the quality and integrity of the degree awarded.

C. The Appeals Panel

Members of the appeals panel have the responsibility for evaluating all matters on which the participant bases his appeal and of making those evaluations in the light of the participant's total performance in the Program. They may avail themselves of all resources that appear appropriate to them, including all Nova records and files relating to the appellant, and may seek further information or advice from members of the Nova staff. They may also seek further information from the appellant. Evaluations are expected to be in accordance with program requirements and criteria, but panel members should take into consideration such matters as acts of God that may have delayed the appellant's progress.

Appeals panel members are asked to keep the following criteria in mind: The Nova University National Ed. D. Program for Educational Leaders is a multi-state, targeted, quality controlled, time-and-study intensive, three-year doctoral program. The program delivery system and time requirements are designed to keep the candidates moving on a predetermined sequence of exposures and schedule of requirements for a three-year period. An additional year is permitted for those who have encountered some difficulties in process, but beyond the fourth year time extensions are not given except in the most unusual documented circumstances for completion of efforts in progress prior to the end of the fourth year.

Panel members serve voluntarily and on a no-fee basis. However, members will be reimbursed for expenses such as travel and typing while serving on a panel. It is imperative that panel members respect the confidentiality of the entire appeals process. All information related to the appeals proceedings *must* be held in strict confidence among the appellant, panel members, and Nova Program staff. The Director will be guided by the majority vote of the panel.

Specific responsibilities of each panel member are as follows:

a. To attend the orientation meeting called by the liaison.

b. To examine all appropriate materials and communicate directly with any of the following, as needed: the appellant, the Director, the Cluster Coordinator, the Director of Instruction, the Director of Practicums, National Lecturers, and any others who might have relevant information.

c. To arrive at an individual decision and submit a written recommendation with reasons to the Director within ten days of the orientation meeting.

d. To return all documents concerning the appeal to Nova.

e. To submit to the appellant an itemized statement requesting reimbursement of expenses incurred, with a copy to the Director.

f. To inform Nova when appellant has reimbursed him for expenses.

g. To hold all information relating to the appeal in strict confidence.

The following decisions are available to panel members:

a. Extension of Time Limit.

An extension of time *not to exceed six months* (beginning with the end of the appellant's fourth year in the Program) may be recommended for the appellant by a panel member, provided a rationale consistent with program policy is submitted to justify the recommendation.

The appellant should demonstrate a high probability of successful completion of the total Program if granted an extension of time.

b. Practicum Reports, Substantive Module Reports and Examination Grades.

If an appellant asks that a Pass grade be awarded for a practicum effort or for a substantive module, a panel member should base his decision on the appellant's complete file, including (for practicums) proposals, reports, Nova reviews, correspondence and audio tapes and (for substantive modules) reports, examination papers and evaluations by senior lecturers. The appeals panel may be expected to evaluate and determine a grade for work completed by the appellant after an appeal is initiated, if an appellant's appeal for additional time also included the request that the appeals panel evaluate the work when completed.

Panel members may also examine the files of other members of the appellant's cluster to ascertain whether the appellant received equitable treatment but should rely primarily on their own experience in the Program to determine whether the appellant's work merits a Pass grade.

c. Administrative.

Matters not directly related to the academic program in the practicum or substantive module areas are also subject to appeal. Examples of these include payment of tuition, fees, refunds or attendance at Summer Institute.

D. Nova Central Staff

To insure the integrity of the appeals process, the central staff will remain as aloof as possible. To facilitate matters, however, the central staff must carry out certain tasks:

a. Notify the participant at any point when an appeal is the appropriate next step.

b. When the Appeals Process Agreement is received, notify the chairman of the Alumni Executive Committee on Appeals to begin the appeals process.

c. Supply the liaison with the full file on the appellant and supply each appeals panel member with all evaluations of the appellant's work.

d. Insure that the decision of the appeals panel is made within one month, unless additional time has been taken at the discretion of the liaison.

e. Notify the appellant of the decision once all expenses and fees have been paid.

f. Notify the following interested parties of the decision: the Cluster Coordinator; the comptroller and the registrar at Nova; all members of the central staff; the chairman of the Alumni Executive Committee on Appeals; and, in the case of an appeal related to a study area, the appropriate Senior National Lecturer.

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In preparing this report, our focus has been on Nova's Program. However, to place information about the Program into context, we included data on many topics related to graduate education and school administrators. An effort was made to contact all individuals and organizations that might have relevant information, but because of the wide ranging nature of the material being sought, it is likely that we missed some items in our search. If anyone has information bearing on the topics covered in this report, we would appreciate receiving it. In addition, we welcome any reactions to this report.

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